DOCUMENT RESUME

ED 260 373 CS 008 084

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TITLE Newspaper in Education: New Readers for Newspapers.
PUB DATE Apr 85
NOTE 26p.; Paper presented at the Meeting of the Western Social Science Association (Ft. Worth, TX, April 24-27, 1985).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Content Area Reading; Educational Objectives; *Educational Resources; Elementary Secondary Education; *Instructional Materials; *Newspapers; Program Descriptions; *Program Evaluation; Reading Attitudes; *Reading Habits; Teaching Methods
IDENTIFIERS Canada; Newspaper in Education Program; United States

ABSTRACT

Starting with the observation that unless young people begin reading the newspaper for information rather than entertainment they are not likely to sustain a newspaper reading habit into adulthood, this paper goes on to describe a national movement that has begun in the United States to take the newspaper into the public schools. An estimated 600 newspapers in the United States and Canada participate in the Newspaper in Education (NIE) program, intended to encourage use of newspapers as an educational tool. The newspapers are used in virtually every discipline, and the NIE program provides additional resource materials, teaching tips, and external assistance to any participating teacher. Objectives of the program include improving writing, reading and oral communication skills; enriching all content area courses; and familiarizing students with their community and nation, as well as the world--thus helping them to become better citizens. The NIE program provides a variety of services to participating teachers and schools, including (1) newspapers at reduced rates, (2) NIE activity booklets, (3) teacher workshops, (4) newspaper tours, (5) in-class presentations, (6) parent brochures and workshops, and (7) college credit courses. While studies evaluating the impact of the program present mixed results, one comprehensive study indicated that students in the program felt they were likely to be regular newspaper readers as adults, and that the students recognized the importance of freedom of the press. (Materials illustrating how the newspaper can be used in the classroom are included.) (HTH)

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NEWSPAPER IN EDUCATION:

NEW READERS FOR NEWSPAPERS

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April 1985

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NEWSPAPER IN EDUCATION:

NEW READERS FOR NEWSPAPERS

by
Ray Newton

"Earnest majors in sociology sometimes write to ask, 'Of all the things you read or have read, which gives or has given you the most pleasure and reward?'

"To this, I always reply, 'A newspaper.'

"The statement is true. It doesn't matter where I am or how I feel or what preoccupies me at the moment. Nothing is as delicious, intriguing surprising, risible or plain incredible tome as a newspaper. I once described this marvelous progeny of Gutenberg as a 'glorious bazaar, a circus of wonders and follies, a forum, a side show, a school, a stage.'"

Leo Rosten, Saturday Review/World, Oct. 23, 1973

In the quest for new readers, newspapers across the U.S. and in Canada several years ago examined the potential marketplace and found they had not been reaching a large segment of the population--school-age children and teenagers. Documented by several major readership studies conducted by the American Newspaper Publishers Association and the National Newspaper Association, the findings prompted newspaper promotion personnel to examine alternatives by which they might reach the younger audience--an audience which as it became older would not necessarily be readers of daily or weekly newspapers.

The reasons for declining readers, not only among the young but also the young adults, are varied and have been studied by several organizations. As Don Pember notes in Mass Media in America, competition from other media--notably television-- loss of trust in the press by the

public, and general fragmentation of the reading public in what it wanted seemed to be critical issues.[1]

But yet another point was suggested in the readership studies. It was simple: unless young people began reading the newspaper for information other than the comics and entertainment, they likely would not sustain a newspaper reading habit as they reached adulthood.

A national movement began in the United States to take the newspaper into the public schools. Promoted by publishers, the program now known as Newspaper in Education (NIE) is being used in varying intensity throughout the U.S. and Canada to encourage use of newspapers as an educational tool--a complement as well as a supplement--to the traditional classroom texts and resource materials.

Presently, an estimated 600 newspapers in the U.S. and Canada participate in the NIE program which involves approximately 3 million students, 90,000 teachers and 16,000 schools each year.[2] The newspapers are used in virtually every discipline. Further, the NIE program provides additional resource materials, teaching tips and external assistance to any cooperating teacher.

Objectives, Purposes and Values of NIE

A principle underlying the NIE program is that once youngsters begin the newspaper habit, they will carry it into adulthood. But this is an unstated objective. The stated objectives of the NIE program, each of which is consistent with the expectations of public school teachers, are as follows:

.To promote an interest in and desire to read, and read well.

.To help improve writing, reading and oral communication skills.

.To teach the importance of newspapers in our lives.

.To enrich all content areas including reading, math, science, social studies, health, language, spelling, art, music, career education and basic living skills.

.To familiarize students with their community, nation and the world, helping them to become good citizens.[3]

In addition, the national NIE program through its cooperating members, provides the following to participating teachers and schools:

The Newspapers in Education Program offers these services:

Newspapers at a reduced rate for schools--Usually, local newspapers are used, through regional or national ones may be ordered.

NIE Activity Booklets--Special teacher notebooks of more than 100 activities provide samples of how teachers can utilize the newspaper in the classroom.

Teacher Workshops--In-service workshops covering a variety of ideas and activities to use in the classroom can be arranged, free. The workshops last from one to three hours and may be tailored to any grade level or content area. In addition, full-day workshops frequently are scheduled with a minimal fee to cover lunch and materials.

Filmstrip Library--Topical filmstrips produced by the Associated Press on variety of subjects are available to teachers on a free loan basis.

The NIE Communique--This entertaining and informational newsletter is published quarterly and contains helpful articles, updates and resource information, locally and nationwide.

Newspaper Tours--Tours of newspaper offices may be scheduled on weekdays.

In-Class Presentations--The newspapers' educational services coordinator will motivate students to learn with a classroom presentation on newspaper awareness, careers or production.

Parent Brochures and Workshops--The NIE program extends into the home. Ideas on how to use the newspaper to encourage learning at home may be obtained. Also a complete workshop, for parent-teacher organizations for instance, may be arranged.

American Newspaper Publishers Association Resources--The foundation offers a multitude of resources such as the NIE bibliography of more than 100 teacher guides, and the annual brochure updating basic newspaper facts.

Classroom Speakers--Speakers available on a variety of subjects are arranged on an individual request basis.

College Credit Courses--Credit courses to help teachers develop teaching methods for using newspapers in the classroom as well as showing how newspapers are written, organized and produced are periodically offered for credit through Northern Arizona University.

National NIE Week--A week is scheduled each March as an opportunity to gear classes to the study of the newspaper, with abundant resources, speakers and support provided by the Educational Services Department the American Newspaper Publishers Association and the International Reading Association.[4]

In other words, the resources and facilities of cooperating newspapers throughout the nation are available to participating teachers and schools.

In addition to the often unspoken motive of building readership of newspaper, publishers and promotion personnel cite these values of using the newspaper in the classroom.

.It is adult medium. Students' self-image is enhanced by their association with newspaper.

.It is motivational in that information is contained in articles about interesting, current events.

.It gives a three-dimensional, real-world illustration of one-dimensional textbook concepts.

.It is composed of a vocabulary that is contemporary and useful.

.It is consumable; the newspaper can be clipped, underlined, folded, spindled and mutilated.

.It provides an excellent example of clear, concise writing with a purpose.

.It has continuity. Stories and events can be followed, and newspaper reading is a lifetime habit.

.It is an outstanding catalyst for thinking and discussion.

.It is the most up-to-date contemporary 'textbook' about a variety of subjects that exits.

.It is a guardian of a free society; it helps citizens become more informed, and better economic decision-makers.

.It is, in terms of comparative costs, one of the least expensive resource materials available anywhere.[5]

Studies of NIE Effectiveness

Few formal studies of the impact of NIE programs have been conducted. Several are underway, but several are longitudinal and results have yet to be determined.

Among some studies which have been completed, the results are mixed.

A 1977 study revealed that high school students and high school graduates who had been exposed to the NIE program had significantly

higher rates of daily newspaper reading than did those who had not participated.[6]

A later study by DeRouche published in the Newspaper Research Journal indicated that participation in NIE programs tends to increase reading levels and to improve knowledge of current events.[7] In still another report published in a Newspaper Advertising Bureau publication, results again indicated that students had greater awareness of current events and news events if they had been in NIE programs.[8]

But did the exposure to newspapers through the school system have any impact on retention or recruitment of new newspaper readers?

A 1976 student seems to indicate that the NIE program had little effect on increasing newspaper readership after the NIE program was completed.[9] Another study in 1979 indicated essentially the same result--that exposure to the NIE program made littler difference in the formation of a newspaper reading habit.[10]

But a 1981 study, reported by John Windhauser and Gerald C. Stone in the Newspaper Research Journal, suggests that persons who were exposed to NIE programs do read a daily newspaper and do have a more firmly fixed newspaper habit than those not exposed to NIE.[11]

A report published in Studies in Journalism and Mass Communications suggests that exposure to the NIE program has increased readership, but it also suggests that NIE exposure increases radio news listening, television news viewing and magazine reading as well.[12]

Such a finding is obviously in keeping with one of the stated objectives of the NIE program--familiarizing students with the community, nation and world.

That same report indicated that NIE students spent more time on a

on a daily basis seeking news from the major media, not just print.[13]

One of the most comprehensive studies conducted was sponsored through the Newspaper Readership Project, supported through the ANPA and the Newspaper Advertising Bureau's research department. That study revealed that in a national survey, children ages 6 to 17 who used newspapers had the following characteristics:

1. they liked the idea of using newspapers in school;
2. they had less trouble reading the newspaper;
3. they had greater enjoyment of and esteem for newspapers;
4. they were more likely to read newspapers on their own, and they read "hard news" as well as features directed toward young people;
5. they displayed a greater knowledge of public figures and issues; and
6. they expressed greater interest in public issues and newsworthy topics.[14]

The methodology of the study called for comparing three groups of matched students at varying levels: a group receiving heavy NIE exposure, a group receiving light NIE exposure, and a control group. All three groups completed pre- and post-questionnaires, administered at the same time, about their attitudes, knowledge and behavior.

Highlights from the results revealed the following statistically significant results:

--students who used newspapers more consistently showed more positive changes in newspaper reading behavior, in their attitudes toward newspapers, and in their interest in and knowledge of current events.

--students who were highly involved in NIE programs indicated they would likely be regular readers of newspapers when they were adults.

--heavily involved NIE students recognized the importance of freedom of the press, and their judgments of free speech-press are enhanced and positively reinforced.[15]

Uses of Newspapers in the Classroom

Variations in use of the newspaper as a teaching tool, as a supplement to regular classroom instruction, or as a unit in and of itself are as widespread as the schools in which newspapers are part of the instructional program. In other words, no "master plan" for use of the newspaper is in place; teachers are free to use the newspaper as they see fit. But newspapers are used at all levels. In the early grades, they are used for teaching elementary language skills. In later grades, they are used for teaching elementary language skills. In later grades, the newspaper is used in totality. A math teacher may have students calculate sports percentages. The home economics teacher may use the weekly food section. The science teacher may have students chart daily developments in research or ecological or environmental systems. The social science teacher may have students follow sociological or political developments. The emphasis can be upon studying fast-moving contemporary issues or upon looking at something of significance over a period of time--doing library research where newspapers are a primary source.

Individual teachers can, by using materials available from cooperating newspaper or from the national NIE office, develop their own lesson plans to utilize most effectively the resources available. But again, the emphasis should remain upon the newspaper being used for its content, its

development of reading and critical skills and its stimulus for practical, functional discussion and analysis.

The chart on the following page (taken from an ANPA publication) illustrates how a newspaper can be used to meet teaching goals.

THE NEWSPAPER IN THE SCHOOL CURRICULUM

Teaching Goals	Type of Program
Teaching about the newspaper as an institution in a free society.	▪ A unit of work introducing the 5th-9th grade student to the newspaper. ▪ Study of the role of the press in 10th, 11th and 12th grades. Sequential study from grade to grade. Length of study will vary.
Teaching critical reading and thinking--use of newspaper as a principal tool to teach the skills taught in regular curriculum.	▪ Teaching English mechanics (grammar, syntax, vocabulary, etc.) with the newspaper in all grades. ▪ Sustained use of the newspaper to teach reading in upper elementary grades, junior and senior high. ▪ Sustained use of the newspaper for remedial reading classes.
Teaching content and concepts in the social sciences. Use of the newspaper as a supportive tool or resource; developing the interest of young people in the world; helping them apply social studies theory and content.	▪ Social studies and geography in all grades. ▪ History in junior and senior high. ▪ Sociology and anthropology in senior high. ▪ Government (civics), especially where emphasis on local community is needed, in upper elementary grades, junior and senior high. ▪ Economics and consumer education for junior and senior high students. ▪ Contemporary studies; problems of democracy in senior high.
Fostering students' personal growth: use of the newspaper to provide information, entertainment and skills necessary for modern living.	▪ Business, career and consumer education courses from middle grades through senior high. ▪ Cooperative work training, adult education, distributive education, etc., courses in senior high and beyond. ▪ Field visits, attendance at cultural and civic events in elementary, junior and senior high school. ▪ Independent free reading for exploration and enjoyment at all levels.

Reprinted from "The Newspaper As An Effective Teaching Tool," American Newspaper Publishers Association Foundation, Washington, D.C., 1983.

The chart below, also taken from an ANPA publication, illustrates how the newspaper can be used in developmental reading programs.

Sample Activity: Teaching Developmental Reading

Objective Students will introduce themselves to the newspaper, and identify those portions which interest them.

This starter activity helps you find your students' levels of interest and reading patterns. For them, it provides a welcome period to "inspect the merchandise," without direction from an authority. They'll discover things they like and don't; in later discussions you'll be able to help them discover what it is about a newspaper feature that attracts them. This can lead into examination of writing structures, vocabulary, comprehension skills.

Activity

- Let the students handle the paper during the first class period with no direction or guidance. Observe what sections or pages command the attention of most students.
- On the second class day, ask the students to read or skim only those things that interest them and then list them on the chart like the one below.
- Compare your class observations on the first day with the student check sheets. Use results as a guide for future newspaper activities.

Analysis—Questions for Students to Consider

- What first attracts you to something in the newspaper? Habit? Photos or drawings? Headlines?
- Do you feel familiar enough with the paper to know which sections you prefer?
- In those articles you read completely, what held your attention? The subject? The writing style? Compulsion to finish what you begin?
- Are there other items in the newspaper which might interest you if you had more time? If you knew more about the subject? If the vocabulary weren't so difficult?
- Do you look at advertising? Why do you read an ad? Because it looks good, or because it features something that interests you?
- Can you think of different situations and times in your life when your preferences in newspaper reading would change? Why?

Evaluation After an interval of three to six months (during which the newspaper is used regularly as an instructional tool) have students repeat this analysis. Note the changes in habits and preferences with them, and help them analyze why the changes took place. Some correlation between these changes and newly-acquired reading skills should be possible.

Name or description of kinds of "things" read. See "Key" for more identification	Key	I read the entire thing	I read the headline only	I skimmed the thing	I looked at the picture only
1. Best Little Buy	Dis			X	
2. Rapid Transit	N		X		
3. Falcons Win					X

KEY

N	– News or feature story	Pic	– News Photo
Ed	– Editorial, Column, Letter to Editor	Dis	– Display Ad
Com	– Cartoon, Comics	Clas	– Classified Ad
		Sp	– Special feature

Still another example of how the newspaper can be used is demonstrated in this ANPA plan for using newspapers in social studies. The emphasis is upon currency of information, for textbooks are generally two years old the day they are published. Newspapers are fresh, current and provide day-by-day accounts of events and implications of those events.

Sample Activity: The Newspaper in the Social Studies (Teaching Political Science)

Objective Students will be able to give at least three reasons why in recent decades the relative powers of Congress and the President have appeared to vary.

The Constitution is full of devices in which one branch of government checks and limits another. Many political scientists feel that in recent decades the executive branch of the federal government has come to dominate the legislative arm.

In this activity students review the historical problems Congress has faced in counterbalancing presidential power. The activity will succeed if students come away convinced that the abstract term "checks and balances" relates directly to the candidates they will vote for some day, to the government services they enjoy, to the government controls they are subjected to, and to the watchdog role of their free press.

Activity Assign groups of students to analyze shifts in legislative and executive federal power since the Civil War (e.g., one group could be assigned the period of Reconstruction). Have the class document these shifts and chart the reasons for them on a blackboard or in a notebook.

Over a period of several months, have the class devise a method for clipping articles from the daily paper which deal with the conflict between today's legislative and executive leaders. At the end of that period let the class analyze these clippings and have them develop a final document identifying trends in the balance of power.

Analysis—Questions for Students to Consider

- Do you think the framers of the Constitution realized that the checks and balances written into the document would cause friction and delay in running the government? Why didn't they develop a system which works more smoothly and efficiently?
- What historically have been the major sources of conflict between the executive and legislative branches? Are there conflicts which existed once and now no longer matter? Are there entirely new conflicts today?
- What procedures and regulations in Congress have kept the House and Senate from acting swiftly and showing more leadership? What effect does the period between elections have on the relative power of the House and Senate?
- What opportunities does the president have to exercise power that the legislative branch lacks?
- How does the free press function to check and balance both president and Congress? Is this in the Constitution, too?

Evaluation Students write their individual opinions on what will happen to the balance of power between the executive and legislative branches in the next ten years.

Realizing the implications of building future readers through newspapers, several syndicates have entered the educational process and are tangentially involved in NIE. King Features Syndicate seems to have the most extensive program, with its Real World, a national newspaper published for upper-elementary and high school students. Additionally, King Features publishes "Career Awareness Program, People at Work Kit," and "King Classics Libraries." It also produces audio and videocassette versions of several classics, and prints dozens of comic books, some in foreign languages.[19]

Another syndicate, Universal Press, is linked to education through the nationally distributed "The Mini Page." It provides a link between education and the newspaper, containing a teacher's guide each week.[20]

Other syndicates involved in the NIE program include United Feature Syndicate and McNaught Syndicate, both of which are actively involved in promoting reading.[21]

The nation's largest newspaper and most diverse information organization, Gannett Co., Inc., recently entered the education marketplace with its own version of NIE, called CLASSLINE. Predicated upon use of USA TODAY, Gannett's national newspaper (first published in September 1982), CLASSLINE is keyed to the four USA TODAY sections: NEWS, MONEY, SPORTS AND LIFE. The Gannett Educational Services division will provide free CLASSLINE guides to any school which participates in the program. The guides are structured to meet different grade levels and contain materials appropriate for varying student abilities.[22]

Typical of CLASSLINE guides and activity sheets are the following:

NIE In Arizona

From the Current Events, Issues and Problems Guide

Divided into three levels—basic, intermediate and advanced—USA TODAY's Current Events guide offers activities for students of all ages. Here are sample activities from the 22-page guide.

Basic

—Students might like to think about ways that today's weather (see WEATHER ACROSS THE USA, back of section A) may affect tomorrow's news, e.g., how extreme conditions might affect agriculture, health or commerce.

—Ask students to hypothesize why a specific news story was selected as a COVER STORY in the day's issue of USA TODAY. (A COVER STORY appears daily in each section of USA TODAY.)

Intermediate

—USA TODAY's OPINION page offers a variety of views about a specific issue. Have students decide with which columnists each person interviewed in VOICES FROM ACROSS THE USA would probably agree or disagree.

—Students might scan ACROSS THE USA to identify states with similar events, issues, or problems in the news. Students might then:

- try to determine whether similarities are related to geographical location.
- infer whether similarities are related to resources.
- find out whether similarities are based on major industries.
- compare economies of states with similar economic problems or issues.
- categorize problems, events, or issues as—for example—economic, political, social.
- follow up their investigations by observing how different states handled similar problems.

Advanced

—Have students follow Supreme Court rulings on a number of issues, collecting USA TODAY articles that cover concurring and dissenting opinions of the nine justices. Students should then attempt to describe the legal philosophy of each justice. These descriptions might be the basis for student hypotheses about future rulings.

—Have students find USA TODAY articles that illustrate how our constitutional system of checks and balances continues to function today. Students might speculate about problems that would result if such a system were not a part of our governmental structure. The class might then produce news stories illustrating how today's news might differ if we had no system of checks and balances.

Robbers steer clear of Montana's banks

From July 1982 through June 1983 there were 6,084 bank robberies: the use of violence or threat to wrongfully take property. There were also 444 bank burglaries: entering a building unlawfully with the intent to commit a crime.

State	Bank robberies*	Bank burglaries*	State	Bank robberies*	Bank burglaries*
Ala.	38	9	Neb.	21	3
Alaska	22	1	Nev.	81	5
Ariz.	111	6	N.H.	8	1
Ark.	6	6	N.J.	152	20
Calif.	2,383	63	N.M.	18	3
Colo	97	4	N.Y.	520	25
Conn.	49	10	N.C.	84	7
Del.	8	1	N.D.	7	1
D.C.	84	0	Ohio	189	9
Fla.	279	38	Okla.	29	14
Ga.	85	12	Ore.	170	2
Hawaii	30	1	Pa.	211	9
Idaho	12	0	R.I.	4	2
Ill.	63	14	S.C.	28	9
Ind.	79	8	S.D.	4	0
Iowa	16	2	Tenn.	56	9
Kan.	36	1	Texas	237	27
Ky.	35	14	Utah	45	0
La.	91	17	Vt.	1	2
Maine	10	3	Va.	149	16
Md.	116	8	Wash.	127	5
Mass.	96	2	W.Va.	6	3
Mich.	97	18	Wis.	41	7
Minn.	56	13	Wyo.	7	0
Miss.	22	8	Total	6,084	444
Mo.	48	7			
Mont.	0	1			

*Federally chartered banks

Source: Latest FBI crime statistics

USA TODAY

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NOTE: See USActivity Sheet #3

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From the Economics/Business Guide

Activities from the 20-page Economics/Business guide cover a wide range of economic principles.

The Basics —Students might classify economic articles and graphics in an issue of USA TODAY into categories like these:

- business
- consumers
- workers
- government's role
- capital
- world trade
- problems

—Ask students to determine which categories generate the most news and why. A follow-up assignment might ask students to follow the paper for five days and see whether the amount of news about each category remains constant. Students should explain why or why not.

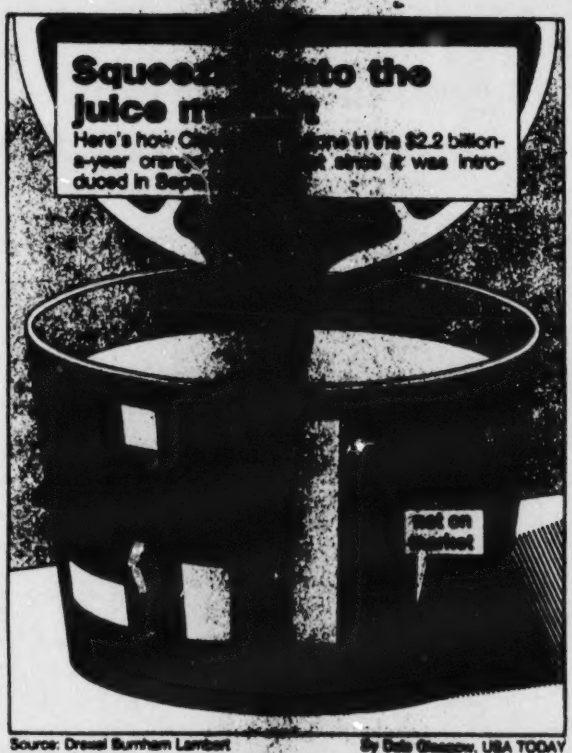
Private Industry —INDUSTRY SPOTLIGHT, a daily feature in USA TODAY, is a useful device for introducing to students the variety of factors that have an impact on industry. Have students collect these columns to:

- devise categories of industries.
- identify problems common to all industries.
- identify problems common to specific industrial groups.
- describe how distribution is accomplished in various industries.
- generalize about investment advice offered about various industries.
- suggest solutions industries might use for specific problems.

Consumers —Students can read MONEYLINE to select the money news that will have the greatest effect on them personally; ask students to justify their selections.

Workers —Have students use USA TODAY's SPORTS section to collect data about salary negotiations and trades of professional athletes. Students might then prepare reports—oral, written, or on bulletin boards—that summarize wage ranges for specific sports and discussions of how professional athletics in the U.S. are influenced by the incentives and rewards of our free-market economy.

International Trade —Tuesday's through Friday's MONEY sections provide a number of bar graphs under the headline TWO WEEKS OF TRADING DAYS. Ask students which of these graphs might provide clues about the soundness of specific foreign economies ('The Dollar'). Have students speculate about the soundness of each economy for which a currency is listed, and follow up looking for news about each nation in USA TODAY.


Squeez into the
juice m
Here's how Cl me in the $2.2 billion-
a-year orang since it was intro-
duced in Sept
Source: Drexel Burnham Lambert
By Dale Glasgow, USA TODAY

NOTE: See USActivity Sheet #4

USA TODAY CLASSLINE
USA TODAY'S EDUCATION PROGRAM

Elementary USActivity Sheet 1

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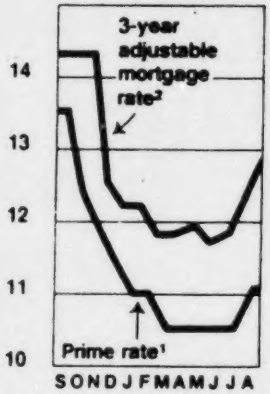
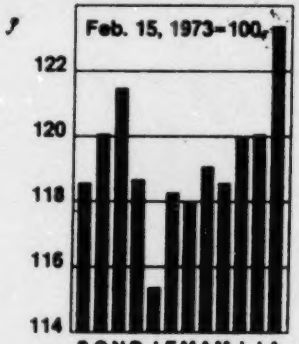
Name: _____

DIRECTIONS:Find a graph in USA TODAY to do this activity. Look for SNAPSHOTS. Cut out your graph and clip it to this paper. Then answer these questions.

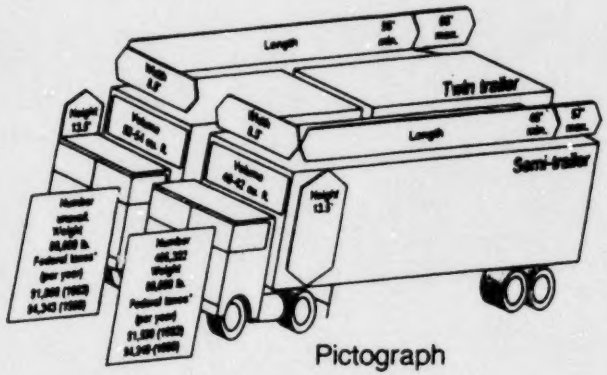
1.There are four kinds of graphs. Circle the one that is most like yours.



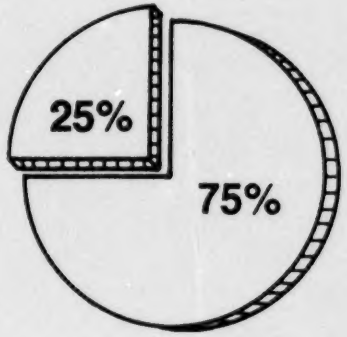
Line Graph



Bar Graph or Chart



Pictograph



Pie or Circle Graph

2.Look at the title of the graph. What do you think this graph is about? _____

_____

3.Some of the graphs have a written description of what is shown. Read this description and write, in your own words, what the graph shows. _____

_____

4.List three facts you have learned from this graph.

- _____
- _____
- _____

The NIE program is functioning in Arizona, notably through efforts of Phoenix Newspapers Inc., which publishes the state's largest daily newspapers, The Arizona Republic and The Phoenix Gazette. The company also published Arizona Business Gazette and City Life, but these two publications do not figure as prominently in the NIE program as do the two dailies. Supervised by Laura Atwell, the NIE program is active in the Phoenix metropolitan area but does not reach much of the rest of the state, notably because distribution in rural Arizona poses a problem.[23]

Phoenix Newspapers Inc. supports newspaper education in another manner. Through Laura Atwell's office, the newspapers sponsor an intensive two-week, graduate level "Newspapers in Education Workshop" for interested summer sessions students attending Northern Arizona University. The only workshop of its type in the Southwest, it is taught by Dr. John Guenther, a professor of education at the University of Kansas. Guenther for the past several years has specialized in developing curricular modules which utilize newspapers at all levels in the public schools.[24] He has taught two such workshops at NAU and is scheduled to teach another during the summer 1985.

Other newspapers in Arizona also participate in limited NIE programs: The Yuma Daily Sun, The Tucson Citizen and The Tucson Star. But none seems to have the aggressive program which Phoenix Newspapers Inc., pursues.

Further, despite efforts from the various newspaper to encourage use of the newspapers in schools, it would seem educators are not as aware of the program as they might be. Also, educators, particularly those in journalism-communication, are not taking advantage of the programs which are available in the degree to which they might.

A pilot study, funded through the Center for Excellence in Education at Northern Arizona University, is presently underway to determine the extent of use of NIE programs in Arizona. One phase of that study involved surveying journalism-communication teachers who attended the Arizona Interscholastic Press Association spring conference in Yuma, Arizona., March 22-23, 1985. A questionnaire was distributed among AIPA faculty members present.

At the outset, an overview of NIE and its objectives was presented to AIPA faculty members present. The overview included objectives, materials and resources available and procedures for becoming a part of an NIE program.

A questionnaire was distributed to the 22 respondents who represented different schools and school districts. All respondents advised high school publications and taught at least one journalism class.

The questions and tabulated responses are as follows.

	Question	Response		
1.	Have you heard previously of the Newspaper in Education program?	Yes 14	No	7
2.	Do you participate in an NIE program?	Yes 6	No	15
3.	If you participate, what newspaper(s) do you use?	USA Today		2
		Arizona Republic		4
		Kingman Miner		1
		Tucson Star		2
		Tucson Citizen		1
		Yuma Daily Sun		1
4.	If you do not participate in an NIE program, would you be interested in further details?	Yes 16	No	1
		No response		5
5.	Would you be interested in a seminar or a workshop to learn about the NIE program?	Yes 17	No	2
		No response		4

6.	If you are interested in a workshop, where would you want it offered?	In my community	12
		Nearby community	3
		University campus	10
7.	If you participated in a seminar or or workshop, would you want college credit?	Yes 15 No	3
		Graduate	12
		Undergraduate	1
		No response	4
8.	Would you like further information about about the NIE program?	Yes 20 No	2

Based upon analysis of the tabulated results, it would appear that the respondents were aware--by a two to one ratio--of the NIE program. However, that awareness did not translate into participation, by more than a two to one ratio.

The dominant use of the NIE program was in metropolitan Phoenix, the location of the state's largest NIE promotional effort.

However, as indicated in questions 4 and 8, the respondents did want more information about NIE programs and their functions. Response for these two questions indicated overwhelming interest in knowing more.

Likewise, response to the questions about seminars or workshops reveals that AIPA respondents would like a structured format wherein they might learn how to use the NIE materials. Preference about location of such seminars was split between their home communities and university campuses.

Two-thirds of the respondents wanted college credit at the graduate levels if they enrolled for workshops. In Arizona this preference may be accounted for because of state certification requirements, which mandate that teachers must enroll for at least six hours of graduate level courses during three year periods.

A tentative conclusion about the NIE program in Arizona is that it needs to be publicized more, especially among journalism teachers.

However, further information is needed before this conclusion can be generalized to the totality of Arizona teachers.

Conclusions

Based upon the studes reviewed and the evidence collected by the various newspaper which participate in NIE programs (or their local equivalents), the introducton of newspapers into the classroom has had some definite benefits. Prinary among them seem to be these:

--Heightened awareness among students of current events and newsworthy activities;

--Improved reading and writing skills, especially among those students intently immersed in NIE programs;

--Increased understanding of the role of the free press in the United States. Students involved in NIE programs seem more aware of the necessity for exposure to a variety of opinions and judgments, with the majority of those opinions coming from newspapers and other media.

--Increased use of mass media other than newspapers--television, radio, magazines--as sources for information of the world about them.

--Recognition that newspaper have value and function in classes other than journalism-communication. Newspapers provide a variety of subject matter which can be adopted to virtually all disciplines.

Not enough evidence has been collected to indicate that the NIE program will carry over into young adulthood--that NIE newspaper readers will continue reading newspapers after they exit the classroom. But the preliminary evidence does suggest that NIE program students are better

informed, more aware and more understanding of the basic values which characterize society in the U.S.

As more studies are conducted about the impact of NIE programs on education, it is likely that curricular changes will occur to accommodate not only newspapers but also other mass media in the public schools.

It also may be likely that the statement from Henry Ward Beecher will ring even more true than it did when he uttered it in "Newspapers are the schoolmasters of the common people."

NOTES

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[4]Jerry W. Friedheim, et al., Newspapers in Education Publications (Washington, D.C., American Newspaper Publishers Association, 1984), pp.59-63.

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[6]Newspaper Advertising Bureau, "The Influence of Childhood Exposure to Adult Newspaper Habits," December 1977.

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[15]Ibid., pp. 3-5.

[16]The Newspaper as an Effective Teaching Tool: A Brief Introduction to the Newspaper in Education Concept. Washington, D. C.: American Newspapers Association Foundation, 1983, p. 5.

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[18]Ibid., P. 13.

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[20]Ibid.

[21]Ibid.

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[23]Laura Atwell, Personal Interview, Flagstaff, Ariz., Aug. 31, 1985.

[24]John Guenther, Personal Interview, Flagstaff, Ariz., Aug. 31, 1985.